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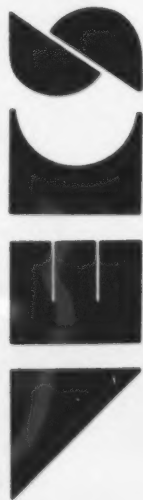
ABSTRACT

One of five modules in the foundation series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into three sections, each based on one of the goals. The first section examines federal laws pertaining to vocational education up to 1963. In section 2 the period from 1963 to 1976 is discussed, with emphasis on the Vocational Education Act of 1963. The third section focuses on Title II of the Education Amendments of 1976, which extended and revised the 1963 Act. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include key legislative provisions for sex equity and summaries of pertinent legislation, suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

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VOCATIONAL EDUCATION CURRICULUM SPECIALIST



LEGISLATIVE MANDATES FOR VOCATIONAL EDUCATION

Module 4

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**LEGISLATIVE MANDATES FOR
VOCATIONAL EDUCATION**

Module 4

Jeanette D. Wheeler

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Introduction

The purpose of this module is to show how federal legislation over the last half century has influenced the direction of vocational education.

Interrelationships among the various factors that have contributed to current vocational education policies and programs have not been clearcut or predictable. Interacting with the theoretical and legislative influences have been the particular economic and political factors of each period of history. The needs of a wartime society, for example, demanded almost immediate changes in training and employment patterns. Specific legislation addressing the elimination of sex-role stereotyping and bias in vocational education was not enacted until long after the issue was dealt with in civil rights legislation.

Overview

The first section of this module examines the federal laws pertaining to vocational education from the beginning of the 20th century through war and depression years up to 1963. During this period, most of the laws were still closely allied with the Smith-Hughes Act of 1917. Since 1963, local education agencies have been granted greater flexibility in serving the occupational education needs of a wider range of people.

In the second section of the module, the period from 1963 to 1976 is discussed. The Vocational Education Act of 1963 was concerned, in part, with maintaining and improving existing programs, but it also helped to extend and develop new programs for youth. In particular, the 1963 Act was more responsive to labor market needs and helped to provide for part-time employment of youth who needed to work while continuing their training.

The third section of the module focuses primarily on Title II of the Education Amendments of 1976, which extended and revised the 1963 Act. Of equal importance are the related laws discussed in this section that mandated a coordinated effort between Comprehensive Employment and Training Act (CETA) provisions for youth and vocational programs. These attempts to decentralize occupational training made local CETA prime sponsors and state and local boards of education responsible for tying training to unemployment and gave priority to special target groups. In addition, the functions of advisory groups were strengthened.

Instructions to the Learner

The Self-Check items and possible responses to them are found in the appendices. These questions have two purposes. First, before you begin work on the module, you may use them to check quickly whether you have already learned the information in previous classes or readings. In some instances, with the consent of your instructor, you might decide to skip a whole module or parts of one. The second purpose of the Self-Check is to help you review the content of modules you have studied in order to assess whether you have achieved the module's goals and objectives.

You can also use the list of goals and objectives that follows to determine whether the module content is new to you and requires in-depth study, or whether the module can serve as a brief review before you continue to the next module.

Goals and Objectives

Goal 1: Summarize and explain the significance for vocational education of federal legislation prior to 1963.

Objective 1.1: Identify the economic, social, and educational needs that provided the impetus for early (prior to 1963) vocational education legislation.

Objective 1.2: Discuss the results of early legislation in terms of students served, programs developed, and federal/state relationships promoted.

Goal 2: Summarize and explain the significance of federal legislation from 1963 to 1976 related to vocational education.

Objective 2.1: Identify the economic, social, and educational needs that provided the impetus for the 1963 to 1976 vocational education legislation.

Objective 2.2: Discuss the results and impact of this legislation in terms of students served, programs developed, and changes made in federal/state/local control.

Goal 3: Analyze the economic, political, social, and educational factors that led to the enactment of the Title II Education Amendments of 1976 and of other related legislation.

Objective 3.1: Identify the key issues addressed by Title II, especially in regard to State and Local Advisory Councils, state and local planning and evaluation, sex equity, displaced homemakers, and special programs for the disadvantaged.

Objective 3.2: Identify the key legislative provisions for work-study and cooperative education programs and for the coordination of vocational education with DOL/CETA-sponsored youth programs.

Objective 3.3: Identify key supportive services provided for in the 1970s legislation, including vocational guidance and counseling.

Resources

No specific publications are needed to complete the learning activities in this module. The Recommended References at the end of this module include sources of relevant information.

GOAL 1: Summarize and explain the significance for vocational education of federal legislation prior to 1963.

Early Vocational Education Legislation

Legislation occurs within an historical context and is heavily influenced by economic, political, professional, and social factors. The influence of these factors on vocational education legislation is discussed below.

The Smith-Hughes Act

Vocational education became a national program with the enactment of the Smith-Hughes Act in 1917. Prior to that date, the Morrill Act (1862) donated public lands and provided funds to states "which may provide colleges for the benefit of agriculture and the mechanical arts." The Land-Grant Colleges Act, although not specifically "vocational education" legislation, was significant because it set a precedent for federal support of collegiate-level education in agriculture and mechanical arts.

Two particularly significant factors influencing the development of the Smith-Hughes Act were economic growth and impending war. From 1900 to 1910 this country's population increased by almost 20 million people, and the gross national product more than doubled. Agricultural and industrial production increased rapidly, creating a demand for skilled workers. Added to the great economic expansion was the growing awareness that the country might not be able to avoid involvement in a world war. President Wilson saw great value in a national employment and training program and supported federal aid to vocational education as one solution to meeting labor needs.

The Commission on National Aid to Vocational Education, appointed by President Wilson in 1914, was a forerunner of several national study panels whose reports have provided the basis for ensuing legislation. The Commission, which included representation from the Congress, labor, industry, and education, attempted to answer six basic questions surrounding the issue of federal aid to the states for secondary-level vocational education.

The six questions investigated by the Commission were:

- To what extent was there a need for vocational education?
- Assuming that a need existed, was there a need for money?
- How much money was needed?
- What specific vocational programs required federal money for stimulation?
- Under what conditions should the federal government grant monies to the states for vocational education?
- How far should the federal government extend aid for vocational education to the states?

Findings and recommendations were reported to Congress, resulting in the passage of the Vocational Education Act (commonly known as Smith-Hughes), signed by President Wilson in 1917. Vocational education, through the Commission's report and the enactment of the law, was brought to the attention of the nation. The principle was established for federal financial aid and cooperation with the states in promoting high school-level public vocational education in agriculture, trades and industry, and home economics.

The provisions of the Act were specific. To receive the benefits of Smith-Hughes, each state was required to designate a state board that would develop a state plan indicating how funds would be used, and to report annually to the Federal Board of Vocational Education.

The money for agricultural education was allocated to the states according to the ratio of the state's rural population to the total U.S. rural population. Urban population was used as the basis of allocations for trade and industrial and home economics programs, and total population was used as the basis for distributing teacher-training funds.

Smith-Hughes, unlike recent legislation, authorized and appropriated funds continually and permanently. Appealing to Congress for funds each year was unnecessary; in education bills, that feature remains unique to the Smith-Hughes Act. As a result of the Smith-Hughes Act, federal aid to specific educational programs was begun. The debate over states' rights and the role of federal government in education continues.

Other Early Vocational Education Legislation

Other legislation prior to the 1960s consisted primarily of amendments to Smith-Hughes. Many of these amendments added funding for new occupational categories or authorized additional funds beyond those provided by the 1917 act. Key legislation during this period included the following:

- The George-Reed Act (effective from 1929 to 1934) promoted further development of vocational agriculture and home economics. Appropriations for home economics were removed from the trade and industry service area, allowing the field of home economics education to expand.
- The George-Ellzey Act (effective from 1934-1937) modified appropriations so that they were equally disbursed among agriculture, home economics, and trade and industries.
- The George-Deen Act (effective from 1937-1947) authorized appropriations for distributive education for the first time. It also included appropriations for teacher training and reimbursement of salaries for supervisors, directors, and teachers in the three major occupational programs.
- The Defense Training Act of 1940 was one of several acts providing funds for vocational training of war-production workers.
- The George-Barden Act (effective 1947-1968) amended and superseded the George-Deen Act of 1937. The bill was much more flexible in that it omitted specific limitations on the use of appropriated funds and allowed for new activities and programs. Vocational guidance, training and work experience for out-of-school youth, apprentice training, and support of youth organizations were all programs that states were permitted to fund and administer.

Amendments to the George-Barden Act over the next several years provided funds for practical nurse training and for preparing technicians needed in the commercial fishing industry. Title III of the George-Barden Act was titled The National Defense Education Act (NDEA) of 1958 and was passed after the Soviet Union launched Sputnik. Educators and political leaders recognized a national need for highly skilled technicians. The 1958 NDEA, therefore, responded to

economic and political influences. The addition of Title III also provided for area vocational education programs to serve more than one school district.

- The Area Redevelopment Act of 1961 was passed to alleviate unemployment and underemployment in designated economically distressed areas. This act encouraged the coordination of training efforts between the Department of Labor and vocational education agencies. Provisions of the act were incorporated into the Manpower Development and Training Act (MDTA) of 1962, which provided funds for training and retraining individuals for skills required in their immediate communities. The programs were short-term and emphasized entry-level employment. MDTA was the forerunner for the current Department of Labor/CETA programs.

Individual Study Activities

1. Because the preceding narrative provides only a brief overview of federal legislation pertaining to vocational education, it is recommended that the reader augment that information with readings from the recommended references.
2. For each of the major acts affecting vocational education in the early years, either describe in a statement the significance of the legislation, or select a quote from your reading that illustrates its significance. Use a format such as that below.

<u>Legislation</u>	<u>Statement of Significance</u>
Morrill Act, 1862	
Smith-Hughes Act, 1917	
George-Deen Act, 1937	
George-Barden Act (National Defense Education Act), 1958	

Discussion Questions

1. What national concerns were reflected in the Smith-Hughes Act? In your opinion, have those concerns changed over the years? For what reasons?
2. Legislation is affected by four factors: economic, political, professional, and social. Consider the following legislation and identify which factor was probably the most important in the passage of the legislation and to what extent, if any, the other factors contributed to the bill's passage. (This question is optional and depends on the availability of additional references.)
 - Morrill Act, 1862
 - George-Barden Act, 1946

Group Activity

1. Consider the six questions surrounding the issue of federal aid to the states for secondary-level vocational education, as investigated by the 1914 Commission on National

Aid to Vocational Education. Divide the class into six groups, with each group preparing answers to one question. Through a class discussion, determine how the Commission arrived at its recommendations, which resulted in the passage of Smith-Hughes. Remember to consider the economic, political, professional, and social influences of that period. In particular, discuss the impact of pressure groups in setting the precedent of federal aid to education.

GOAL 2: Summarize and explain the significance of federal legislation from 1963 to 1976 related to vocational education.

Contemporary Vocational Education Legislation

The Vocational Education Act of 1963 and the 1968 Vocational Education Amendments resulted in major changes in and additions to vocational programs as well as changes in the procedures for funding. This legislation represented a modernizing and revitalizing of vocational education nationwide.

Economic, Educational, and Social Needs

During the late 1950s and early 1960s, economic conditions and the changing needs of the American postwar society influenced the drive to review and evaluate all existing national programs for vocational education. Economic recessions in 1958 and 1961 had brought unemployment to the highest level since the 1930s. Youth (especially minority groups), older workers, the undereducated, and the unskilled were particularly hard hit. An estimated 32 million Americans were living at the poverty level in 1962.

The unemployment problem was further aggravated by the movement of rural people to work in metropolitan areas during the Second World War. When the wartime production needs ended, many of the uprooted migrants from rural America found themselves jobless and without the skills to compete for employment in a peacetime economy. Discrimination based on race, sex, and age compounded the already bad employment situation.

Many schools did not offer adequate vocational training, especially at the postsecondary level, and few schools provided placement opportunities. Smaller districts continued to offer very limited and undiversified curricula. About one-half of the larger schools and districts that did offer trade and industrial programs had four or fewer programs, and most of those involved a narrow range of occupations. Finally, population and labor market projections showed that over 26 million youths would be entering the labor market between 1960 and 1970--more than the

country had ever had to train and absorb into the economy in any other comparable period of time.

The Panel of Consultants on Vocational Education (1961-1962). On February 20, 1961, in a special message to Congress on American education, President Kennedy recommended that a Panel of Consultants on Vocational Education be convened to review and evaluate the current program of vocational education and to make "recommendations for improving and redirecting the program..." His concern stemmed from Manpower Council reports, Department of Labor data, the growing demands from industry and education for excellence and accountability, and the national push to increase educational standards and opportunities for all citizens. Technological changes that were occurring in all post-Sputnik occupations added increased impetus for recommending the modernization effort. Not since the Commission on National Aid to Vocational Education and its report of 1914 had so much attention been directed to the vocational education needs of the nation.

The Panel's 1962 report, Education for a Changing World of Work, became the basic framework for the Vocational Education Act of 1963. Its conclusions stated that vocational education had been insensitive to labor market conditions and had failed to serve diverse populations. Many limitations were identified, including the lack of choice of occupational programs for students, the variations in programs and in quality of offerings from state to state, inadequate guidance, lack of organized research efforts, and outdated curriculum and instructional materials.

On the basis of the overwhelmingly negative findings, the Panel recommended that vocational education provide:

- training opportunities for the 21 million noncollege graduates entering the 1960s labor market;
- retraining for workers whose jobs changed due to automation and technology;
- education and training beyond high school for skilled technicians;
- education and training equally available to people, regardless of race, sex, or place of residence;
- support from federal, state, and local agencies for educationally and socioeconomically disadvantaged youth and adults; and

- programs and facilities of high quality to meet national employment and occupational needs.

Vocational Education Act (VEA) of 1963. The Act authorized federal grants to assist states in maintaining, extending, and improving existing programs; developing new programs of vocational education; and providing for the part-time employment of youth who need earnings to continue their full-time vocational training. The act was comprehensive in providing for persons of all ages in all communities nationwide to have ready access to vocational training or retraining that is of high quality, realistic in employment opportunities, and suited to the students' needs, interests, and ability to benefit from training.

The 1963 legislation focused on services to people, in contrast to earlier acts that considered only training for a few occupational areas. Flexibility in programming and services was emphasized to encourage the introduction of new programs and courses as demands changed in the labor market. Among other programs initiated at local or state levels, the 1963 VEA funded business and expanded the health occupations programs. It assured authorization of programs in a variety of institutions: comprehensive and vocational high schools; area vocational schools; technical institutes; junior and community colleges; and sub-baccalaureate programs at colleges and universities. Cooperative education, apprenticeship training, and other school-employer programs were authorized as well.

Apart from programmatic changes, the 1963 VEA initiated several innovations--the use of national, state, and local advisory groups and the earmarking of funds for research and experimental programs. States were also required to use three percent of their federal allotments to include services such as teacher education and vocational guidance.

Vocational Education Amendments of 1968

As required by the 1963 VEA, the Advisory Council on Vocational Education assessed the impact and effects of the legislation. The Council's 1968 report, Vocational Education: The Bridge Between Man and His Work, identified weaknesses in vocational education, highlighted unmet needs, and made specific recommendations for improving vocational programs. Those recommendations formed the basis for the Vocational Education Amendments of 1968.

In addition to the report of the Advisory Council, the civil rights movement of the 1960s focused attention on the

continued poverty of disadvantaged groups in the nation, and on the widening disparities in educational and employment opportunities between minorities and the poor versus the employed population. The Council's recommendations recognized that a national priority should be to integrate more effectively the poor, unemployed, and underemployed into the economic system. Recommendations were also based on the following concepts:

- General, academic, and vocational education should not be compartmentalized.
- Programs for youth must prepare them for technological and economic changes, and programs for adults must be readily available and should emphasize coping with change.
- Education and occupational preparation should contribute substantially to overcoming poverty, ignorance, and discrimination.

Funding and programs, 1968 amendments. With the exception of Smith-Hughes, all previous vocational education acts were repealed. The amendments specified that funds be allotted on the basis of matching by state funds and eliminated categorical funding. For the most part, funding dealt with special populations, expanding programs to meet the individual needs of the following groups:

- High school students needing advanced or highly skilled postsecondary vocational-technical education or programs that are basic or related to occupational competence
- Persons who have completed or left high school and who are available for studies preparing them to enter the job market
- Persons in the labor market who need training or retraining to retain jobs or to advance in employment
- Persons who are economically or academically disadvantaged, or otherwise handicapped, so that they are prevented from succeeding in regular vocational programs

The 1968 amendments also provided funds for guidance and counseling, teacher training, supervision, evaluation, demonstration projects, and development of instructional materials. Specific funds were earmarked for postsecondary vocational education, a special emphasis of the 1968 legislation. The amend-

ments created a National Advisory Council on Vocational Education (NACVE), with 21 members appointed by the President, and required the appointment of State Advisory Councils as a condition of eligibility for receiving federal funds. The major functions of the NACVE were to review and report on the accomplishments of vocational programs. Over the years the series of NACVE reports have influenced both vocational education and legislation. Finally, the 1968 amendments established procedures and guidelines for developing and approving state plans.

Education Amendments of 1972

A primary concern of this comprehensive legislation was vocational education, although it significantly amended the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1965, and the General Education Provisions Act, as well as the Vocational Education Amendments of 1968.

At the federal administrative level, the 1972 amendments established the National Institute of Education and the Bureau of Occupational and Adult Education in the U.S. Office of Education. Several sections of the 1968 amendments were extended--exemplary programs, consumer and homemaking education, cooperative vocational education, curriculum development, and the National Advisory Council on Vocational Education. Grants were authorized to improve vocational counseling and placement, and funds were appropriated for the professional development of vocational educators. Industrial arts programs were recognized as vocational education, allowing industrial arts courses with vocational objectives to receive federal funds. Title X of the 1972 amendments also required comprehensive planning for establishing and operating postsecondary occupational programs, particularly those in community colleges.

Title IX of the 1972 Education Amendments forbids sex discrimination in institutions receiving federal financial support. The law states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

With certain exceptions, the law bars sex discrimination in any academic or extracurricular activity, research, occupational training, or any other educational program (preschool to postgraduate) operated by any organization or agency that receives or benefits from federal aid.

In looking back at the federal laws passed since 1963 that prohibit sex discrimination, it would seem that every arena--

education, work, civil rights--has been covered. Contemporary laws prohibiting sex discrimination began with the Equal Pay Act of 1963 (amended in 1972), which prohibited discrimination in payment of wages for equal work on jobs exhibiting equal skills, effort, responsibility, and working conditions. Title VII of the 1964 Civil Rights Act prohibits discrimination by sex in hiring or firing, wages, fringe benefits, assigning or promoting employees, training, or any conditions or privileges of employment. Guidelines issued by the Equal Employment Opportunity Commission state that this law supersedes any state "protective" laws that forbid women from working in certain kinds of jobs or more than certain hours.

Yet, with all these laws in effect, discrimination against women continued. The most significant piece of legislation specifically dealing with the issues of sex discrimination, bias, and stereotyping in vocational education was passed as Title II of the 1976 Education Amendments. The effects of Title II are slowly but steadily being felt as vocational education increasingly emphasizes sex equity.

Individual Study Activities

1. For the Vocational Education Act of 1963 and for the 1968 Vocational Education Amendments, list statements of significance that describe the major points emphasized in the legislation.
2. The Education Amendments of 1972 affected vocational education in several ways. List the major areas of change stipulated in the amendments. Describe briefly how Title IX has affected vocational education. (A summary of Title IX is provided in the Appendices.)

Discussion Questions

1. Discuss the social implications of the civil rights movement of the 1960s for the vocational education legislation of 1963 through 1968. In particular, consider the growing emphasis on the needs of the individual and on special populations.
2. The 1962 report of the Panel of Consultants on Vocational Education made several strong recommendations for changing vocational education. Of the six changes listed in this module, which ones do you feel have in fact been carried out, and in what ways have they been accomplished? Are all six recommendations still valid today?
3. Section 4(A) of the Vocational Education Act of 1963 states that "vocational education shall be provided for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs." The 1968 amendments require that 15 percent of all money should be spent on those with "special needs." How do you define those persons, identify them, and provide vocational programs for them in your school, district, or state? Are the guidelines for identifying such populations and assessing their needs clearcut? Suggest ways to determine which characteristics such individuals might lack that prevent them from functioning effectively in the labor market.

Group Activities

1. The 1968 report of the Advisory Council on Vocational Education pointed out three concepts vital to achieving quality vocational education for all:

- (a) Key to all education is the integration of academic education, skill training, and work experience.
- (b) Programs for youth must prepare them for change; programs for adults must be readily available and emphasize coping with change.
- (c) All individuals are entitled to the benefits of a social system and a range of choice; education can reduce the barriers of ignorance, and proper occupational preparation can lower the barriers of poverty.

Select one of these concepts; write a brief rationale for supporting the concept and a statement describing whether vocational legislation exists that addresses the recommendation. As a class, share your statements and opinions. You might want to discuss the implications of using federal funds to implement these concepts.

2. Divide into groups by the occupational areas in which you teach (health, business, etc.), by the education level (secondary, postsecondary, etc.), or by the administrative level (instructor, counselor, etc.). Within each group, discuss how the 1963 and 1968 legislation effected and continues to effect changes in your own vocational programs. Share each group's results by comparing them with the other groups in the class. If there have been few changes in your area as a result of the Act and amendments, discuss reasons why that has occurred.

GOAL 3: Analyze the economic, political, social, and educational factors that led to the enactment of Title II of the Education Amendments of 1976.

Current Vocational Education Legislation

Recent vocational education legislation recognizes that all individuals have a right to develop their potential, that the labor force needs of our technologically changing society must be met, and that program evaluation can lead to program improvement.

Factors Influencing the 1976 Amendments

Reports issued by the National Advisory Council on Vocational Education and various social and economic factors combined to influence the drafting of the 1976 Amendments.

National Advisory Council on Vocational Education (NACVE). Members of this Presidentially appointed Council included persons representing major occupational areas and new occupations; people familiar with labor problems and programs; and persons knowledgeable about state and local vocational education administration, including school board members. Others on the Council were persons experienced in education for the handicapped; persons familiar with the special problems of the disadvantaged; and persons with knowledge and experience in postsecondary and adult vocational education programs. Council members included an appropriate representation of both sexes, racial and ethnic minorities, and geographic regions of the country.

In a series of reports, the National Advisory Council on Vocational Education reviewed, evaluated, and recommended changes in policy and programs. Through its reports evaluating the implementation of vocational education legislation, the NACVE provided the impetus for legislative change. Over the years, the Council's recommendations have focused on issues such as youth unemployment, disadvantaged students, new funding and planning techniques, and vocational guidance.

Social and economic factors influencing the 1976 amendments.
The civil rights movement of the early 1960s influenced subsequent legislation concerned with training, education, and employment. In parallel fashion, the women's movement and the identification of discriminatory practices in job training, trends in salaries, and employment strongly influenced the 1976 amendments. We have already discussed briefly how the makeup of the advisory councils was affected. Economic conditions were also a powerful influence as the numbers of women in the labor force and as single heads of households increased. Many of the women who entered the labor market lacked the training to obtain well-paying jobs. Their demands for equal access to adequate training opportunities were recognized by the 1976 legislation. The issue of sex equity was central to much of Title II, Vocational Education, of the Education Amendments of 1976.

Amendments of 1976: A Summary

The Educational Amendments of 1976 were designed to improve state planning and accountability by involving a wide range of agencies and individuals, including representatives of the Department of Labor training programs. The amendments of 1976 also consolidated categorical grants into a single basic grant to each state. The amendments supported efforts to eliminate sex bias in the curriculum and provided special support services for women entering nontraditional vocational programs. At the national level, an evaluation of sex fairness in vocational education was mandated, and each state was required to set aside \$50,000 of federal funds per year to conduct state-wide sex equity efforts.

To improve evaluation efforts at all levels, the amendments required that states submit annual program plans and accountability reports and five-year in-depth plans and program evaluations. The national and state advisory councils also were to continue their assessment of programs and administration and annual follow-up studies were to be conducted to determine program effectiveness in terms of training-related employment and employer satisfaction. In addition, all information and data reporting systems were to be improved and expanded. The 1976 amendments clearly charged vocational education at all levels with the responsibility to report regularly to the public.

Except for provisions related to the composition of local advisory councils, the 1976 Education Amendments apply directly only to federal and state programs. The influence of that federal legislation is certainly felt locally in establishing priorities and in designing and implementing vocational educa-

tion programs. The extent and depth of the impact are two areas being evaluated under congressionally mandated studies.

Federal Legislation to Serve the Handicapped and Disadvantaged

Federal legislation over the last decade has also had an effect on vocational education programs for the handicapped and disadvantaged. The 1968 Vocational Education Amendments specified that a certain percentage of vocational education funds be spent for serving the needs of these special target groups. More recently, the 1975 Education for All Handicapped Children Act and the 1976 Education Amendments placed major emphasis on the need for and increased funding of vocational programs and services that are intended for instruction, teacher training, curriculum development, research, and facilities. The effects of these laws are discussed in more detail in modules in this series devoted to priorities in vocational education and to vocational education for students with special needs. In addition to these specific education acts, the Rehabilitation Act of 1973 (Section 504) banned bias against the disabled by any recipient of federal funding and required that handicapped people have access to equal education and employment opportunities.

Legislating coordination between vocational and other federal training programs. The trend toward a stronger relationship between education and work is reflected in more recent legislation to increase the employability of youth. In 1977 the Youth Employment and Demonstrations Projects Act (YEDPA) stipulated that prime sponsors from local communities and local educational agencies forge ties in planning and serving unemployed and underemployed youth. Four basic programs were created by YEDPA:

- Young Adult Conservation Corp (YACC), fashioned after the depression era Civilian Conservation Corps (CCC) but limited to 16- to 23-year-olds;
- Youth Incentive Entitlement Pilot Projects (YIEPP), structured experimental programs for disadvantaged 16- to 19-year-olds, guaranteeing eligible youth up to 20 hours of work per week during the school year;
- Youth Community Conservation and Improvement Projects (YCCIP), employing youth to work in their communities under supervision from neighborhood-based organizations;

- Youth Employment and Training Program (YETP), providing varied employment and training opportunities and supportive services, especially to unemployed or in-school youths between 16 and 21 years of age.

Specific provisions involving vocational educators are mandated to ensure that local education agencies work with local prime sponsors in matching vocational services to local needs.

Supportive Services for Vocational Programs

As the definition of vocational education has broadened, the services provided by vocational education have expanded. Vocational guidance and counseling services are provided for in key legislation; placement and follow up of students are required by law. In specific instances, the use of funds for support services is mentioned for women who enter training in nontraditional job areas, for displaced homemakers, for day care services, and for single heads of households. Vocational education's focus on the disadvantaged has widened to include support for bilingual instruction and for removing architectural barriers faced by handicapped students. Funds are available for innovative programs, for research, and for training or retraining vocational education personnel. These legislative mandates have led to promising practices in providing comprehensive vocational education for all students.

Individual Study Activities

1. Study the summaries of key factors affecting legislation from 1917 to 1976. These summaries are located in the summary section of this module.
2. Read the summaries of the Title IX (1972 Amendments) and Title II (1976 Amendments) provisions for sex equity located in the appendices of this module and state the significant factors of each set of amendments. (Note: regulations are issued to clarify laws. Once regulations are approved, they must be implemented.)
3. What were the major economic, political, social, and educational issues that influenced the passage of Title II, Vocational Education of the Education Amendments of 1976 (PL 94-482)?
4. In your community and state, identify major changes in student needs and in social and economic conditions that have occurred over the last two or three years. For each change you've noted, list your recommendation for future legislative action. For example, if the minority youth unemployment rate has continued to increase in your city, you might suggest that additional funds be appropriated for research on assessing local employment needs. Changes in legislation can also mean striking out provisions that have not solved educational problems in the past. When lists are completed, class members should be encouraged to defend or challenge each other's legislative recommendations.

Discussion Questions

1. During the late 1950s and early 1960s the highest rate of unemployment was with youth, minorities, older workers, the undereducated, and the unskilled. Has this picture changed? Do you feel that new vocational education legislation could remedy this situation? If so, what kinds of programs do you feel the federal government should consider?
2. The American Vocational Association (AVA) is a national professional organization of teachers, supervisors, administrators, and others interested in the development of vocational and industrial arts education. It has consistently influenced federal legislation to further the development of vocational education. As a class, discuss several specific legislative provisions that you feel the AVA should work for in the near future.

3. National, state, and local advisory councils have been a vital part of vocational education. Compile a list of suggestions on ways to improve the function of your local council in each occupational area and the role of your state council.

Group Activities

1. The purpose of this activity is to give your small group (three to five persons) an opportunity to discover the needs for vocational education legislation in your local school district. First, select a local school district to study--either a community college district or a high school district. Next, develop a list of individuals and/or organizations for possible interviews regarding the needs for vocational education legislation in the local area. Individuals and/or organizations you might include on your list are: local director of vocational education; vocational education instructors, heads of departments, and administrators; parent groups; local labor organizations, local chapters of professional education associations; vocational youth groups, etc. From your list, select one individual for each person in your group to interview. What types of federal vocational education legislation do they see solving the needs of their local area? If they are satisfied with current legislation, why? What future legislation, if any, do they see as necessary in the next 10-15 years? Summarize your findings in a four- to five-page paper.
2. The purpose of this activity is to give your small group (three to five persons) an opportunity to determine how local education agencies are implementing the mandates of the Vocational Education Act (VEA) of 1963 and of the 1968 and 1976 amendments. That is, how well are local education agencies aligning priorities, programs, and expenditures more closely to community and individual needs?

First, select a local school district in your geographic vicinity with a vocational education program. Then interview several members of the local school district to determine answers to the following questions:

- How are available VEA funds primarily used at the local level? For existing activities or to support new program initiatives?

- How much attention is paid to systematic, coordinated, and comprehensive planning to improve the use of federal funds and to help ensure that vocational education is provided in a manner that best serves student and community needs?
- Are all available training resources in the area to be served taken into account in the planning process? Has potential sharing of other resources in the community--particularly employer sites--been explored, and have steps been taken to maximize utilization of local education facilities?
- How much attention has been paid to implementing changes needed to align program offerings more closely with areas of expanding employment opportunity?

Summarize your findings in a four- to five-page paper.

Summary

This module has outlined the major pieces of federal legislation affecting vocational education programs of the twentieth century. Legislation, of course, has not just "happened"; it has most often resulted from the pressures of interest groups and Congress' reactions to social demands and economic needs.

Early legislation stemmed from pre-World War I economic growth as well as from the impending war. Educators and legislators recognized the need for mustering a skilled work force. The Commission on National Aid to Vocational Education was the forerunner of other national advisory panels. Its report resulted in the passage of the Vocational Education Act of 1917 (Smith-Hughes). The effects of the Smith-Hughes Act are felt today, particularly in its influence on federal aid to vocational education. Vocational education continues to be for students 14 years of age and over, for training requiring less than a baccalaureate degree, and for a limited number of occupational areas.

In the early 1960s the economic needs of a postwar society and the growing demands of previously unserved student populations helped to create a reexamination of vocational education. Again, the influence of a national study group, the Panel of Consultants on Vocational Education, was felt in the legislative arena. The basic framework for the Vocational Education Act of 1963 was contained in the Panel's report, and the Act continues to be an integral guide to current vocational philosophy and programs. Innovations stemming from the 1963 VEA were not simply programmatic. Major changes included new occupational areas and a shift in focus to serving individual needs. Amendments in 1968 and 1972 reinforced the directions taken in 1963.

More recent legislation added to the emphasis on individuals. The needs of the disadvantaged and the handicapped continued to be addressed; they were joined by the push for sex equity in vocational education. Finally, the impetus began for strengthening links among all federal training programs and for establishing effective evaluation methods. The table that follows summarizes key factors affecting legislation.

KEY FACTORS AFFECTING LEGISLATION

SMITH-HUGHES ACT OF 1917

Economic Factors	Political Factors	Professional Factors	Social Factors
Rapid industrial growth of the nation with corresponding manpower requirements; industrial and technological revolution; critical need for skilled manpower in industry and agriculture; Northern European immigration slowed, no longer providing individuals with the skills necessary for the needs of the economy; less than 1% of nation's farmers had adequate preparation for farming; not 1 in 100 workers in mechanical pursuits and allied industries had adequate chance of securing training.	World War I; competition with industrial nations of the world; influential rural interests in Congress; need to "catch up with the Germans" in the training of workers for the war effort; President Wilson made three separate appeals for Congressional action on the Smith-Hughes bill; with possibility of U.S. becoming involved in a war, Wilson saw value of a nationwide preparedness program.	National Society for the Promotion of Industrial Education brought need for industrial education to attention of public at large; demanded educational experiment and reform; Massachusetts set up state-level program of vocational education that provided model for country; David Snedden appointed State Commissioner of Education and Charles A. Prosser appointed State Director of Vocational Education; vocationalism one of hottest issues in education; Commission on National Aid to Vocational Education appointed by President Wilson; Charles Prosser guiding figure of Commission; Commission submitted report that provided basis for Smith-Hughes Act.	Increasing population; urban growth; inequality of opportunity in educational system; industrial and social unrest.

KEY FACTORS AFFECTING LEGISLATION

(continued)

VOCATIONAL EDUCATION ACT OF 1963

Economic Factors	Political Factors	Professional Factors	Social Factors
U. S. joined 19 other countries in Organization for Economic Cooperation and Development; OECD pledged to strive to attain a 50% increase in combined national output during the decade of the 60s; rapid pace of technological advance; mechanization on farms eliminated many jobs; mechanization and automation replaced many unskilled workers in factories; rising concern over persistence of unemployment and underemployment in economically depressed areas; dramatic rise in youth unemployment and underemployment; shortage of badly needed personnel in many technical, semi-professional, and skilled occupations.	President Kennedy stressed importance of modernization of vocational education legislation within the complexities of the space age; assassination of President Kennedy; the Great Society movement or concept; expanding role of federal government in helping to improve the social and economic welfare of all citizens.	Panel of Consultants on Vocational Education appointed by President Kennedy to review, evaluate, and make recommendations to improve and redirect the federal vocational education program; Panel report provided basis for the 1963 VEA; rising demand for new educational opportunities at secondary and postsecondary levels; influence of American Vocational Association.	Continuation of population growth at relatively rapid rate maintained since end of World War II; population mobility; increasing number of people living in urban areas, particularly larger urban areas; unprecedented increase in the 14- to 25-year-old age group because of high birth rate after World War II; trend toward fewer average person-hours worked; trend toward earlier retirement, with more young people remaining in school; increasing proportion of adult women seeking paid employment; occupational change; racial unrest and social turmoil; civil rights movement.

KEY FACTORS AFFECTING LEGISLATION

(continued)

VOCATIONAL EDUCATION AMENDMENTS OF 1968

Economic Factors	Political Factors	Professional Factors	Social Factors
Increasing technological development; financial difficulties in schools, particularly large city schools bulging at the seams with students, due to: increased costs per pupil, falling assessment ratios that shielded more existing property from taxation, high cost of municipal systems, state limitations that favored rural and suburban school districts.	Increased seriousness of war in Vietnam; Congressman Roman Pucinski and Senator Wayne Morse pushed for passage of 1968 Amendments; influence of organized labor to delay entry of youth into the labor force; Women's Liberation Movement encourages women to seek jobs in all sectors of economy, not just traditional areas; increasing federal concern for the employment problems of the disadvantaged.	Advisory Council on Vocational Education reviewed accomplishments of Vocational Education Act of 1963; Council report provided basis for 1968 Amendments; influence of American Vocational Association; increasing concern for career education.	Increasing unemployment for youth and nonwhites; increasing difficulty of poorly educated with limited skills in finding jobs for themselves; large number of high school dropouts (about 1 million in 1966); social problems such as: housing, poverty, urbanization, slums, population growth, juvenile delinquency, ethnic relationships; large city problems such as: crime, disease, delinquency, illegitimacy, broken families, minority group concentration, unemployment, deficient housing, air and water pollution, congested transportation, waste and garbage disposal.

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KEY FACTORS AFFECTING LEGISLATION

(continued)

VOCATIONAL EDUCATION AMENDMENTS OF 1976

Economic Factors	Political Factors	Professional Factors	Social Factors
Continual shortages in energy supplies; continued need to meet labor requirements; need for welfare reform; continued evolution of new technology.	Continued high unemployment, especially for youth and minorities; rising problem of underemployment; increased number of women working and pressure for equity.	Job problems facing "over-educated graduates": projections indicated that by 1985 there would be 800,000 more college graduates in the labor force than there would be job openings for them; impact of career education philosophy in public schools, which stressed the need for preparing all citizens for productive and satisfying work.	Continued emphasis upon the need for providing vocational education that placed highest priority on development of the individual, not on the needs of the labor market; continual emphasis on assisting groups with special needs.

Concluding Activities

1. Although the briefness of this module did not allow for a comprehensive treatment of specific advocacy groups and organizations, special interest groups such as the following have long had an effect on legislation for vocational education: the American Vocational Association; the National Education Association; the National Association of Manufacturers; the U.S. Chamber of Commerce; the National Association for the Advancement of Colored People (NAACP); National Organization for Women (NOW); labor unions; the American Association of Junior and Community Colleges; the National Association of Secondary School Principals; the American Personnel and Guidance Association; and the National Manpower Council.

In small groups of three or four, select one or more of the above organizations, or one of your group's choosing. Examine the history of the organization as an advocate of vocational education and legislative change. This can be done through a search of documents, interviews with officers and members, etc.

Some of the questions to consider are:

- How has the influence of the particular organization been felt? In legislation implemented nationally, within your state, locally?
 - What is the group you've selected doing now to change vocational education? Does it have a policy or position regarding sex equity, nontraditional training, new and emerging occupations, handicapped facilities, retraining the underemployed, youth unemployment, and so on?
 - In your own locale, has the organization influenced state or federal legislators in regard to vocational education legislation?
 - Are members of the organization on local, state, or national advisory groups for vocational education?
 - As educators, do you have access to the organization in order to express your opinions on funding, legislation, etc.?
2. Choose one of the following books (or select one of your own choice with the consent of your instructor). Read

sections or chapters of particular interest to you and report to the class on your readings. Your reports may be used as the basis for discussions on topics such as the future role of federal legislation on vocational education, improving vocational programs for secondary schools, or the effect of vocational education research efforts on changing legislation.

- A call for a national policy on vocational education. Washington, D.C.: National Advisory Council on Vocational Education, 1975.
- Silberman, H. F., & Ginsburg, M. B. (Eds.). New directions for community colleges: Easing the transition from schooling to work. Volume IV, No. 4. San Francisco, CA: Jossey-Bass, 1976.
- Toward a national youth development policy. Report of the National Child Labor Committee. New York: National Urban League, 1978.
- Vermilye, D. W. (Ed.) Relating work and education: Current issues in higher education. San Francisco, CA: Jossey-Bass, 1977.
- Wirtz, W. The boundless resource. National Manpower Institute, Washington, D.C.: New Republic Book Co., 1975.
- Work in America. Report of a Special Task Force to the Secretary, HEW. Cambridge, MA: MIT Press, 1973.

APPENDICES

Key Legislative Provisions for Sex Equity

Title IX of the 1972 Education Amendment and Title II of the 1976 amendments address equal opportunity for female/male students and men/women employees in vocational education. Note the significant differences between the two.

Title IX: Addresses education

Title II: Addresses only vocational education

Title IX: Addresses sex discrimination

Title II: Addresses sex discrimination, sex bias, and sex stereotyping

Title IX: Applies directly to local educational agencies

Title II: Applies to state and federal vocational education programs

Title IX: Specifies various forms of discrimination that are prohibited in policies, programs, or practices. Those relating to vocational education include:

Admissions

Access to courses

Facilities

Treatment of students

Student employment

Employment of education personnel

Title II: Specifies action to overcome sex bias and stereotyping using federal monies

The spirit of Title IX is to provide equal opportunity, or to be sex fair; the spirit of Title II is to go beyond sex fairness and take affirmative action to overcome the results of past sex discrimination, sex bias, and sex stereotyping.

In order to comply with Title II, which is broader in scope, vocational educators must first understand Title IX and be aware of practices that must be alleviated in overcoming sex

discrimination. Overcoming sex bias and sex stereotyping can then be focused upon.

7

Summary of the Regulations for
Title IX Education Amendments of 1972

Title IX of the Education Amendments of 1972 says:

"No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training, or other education program (preschool to postgraduate) operated by an organization or agency that receives or benefits from federal aid. Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment, and procedures.

General Provisions--Sec. 86.3 - 86.9

By July 21, 1976, each recipient of federal education aid was required to evaluate its policies and practices to determine whether they complied with Title IX and take whatever steps were necessary to end discrimination.

The regulation also required that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures--they may file a complaint directly with the U.S. Department of Education.)

Recipients were to appoint at least one employee to coordinate its efforts to comply with Title IX. By October 1975, recipients were required to have notified students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

Admissions--Sec. 86.21 - 86.23

The regulation bars sex discrimination in admissions for certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private institutions are exempt.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

The recipient may not use a test or other admission criterion that adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students that make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

Employment--Sec. 86.51 - 86.61

All full-time and part-time employees in all institutions are covered with minor exceptions relating to military and religious schools.

In general, the regulation prohibits discrimination based on sex in employment, recruitment, and hiring (whether the employee is full-time or part-time) under any education program or activity that receives or benefits from federal financial aid.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Treatment of Students--Sec. 86.31 - 86.4

General coverage--sec. 86.31. Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex.

Courses and other educational activities--sec. 86.34 and 86.35. Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services, and facilities that are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling--sec. 86.36. A recipient may not discriminate on the basis of sex in counseling or guiding students. Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use separate tests or other appraisal and counseling materials for each sex or tests/materials that permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased.

Summary of Title II

The provisions of the 1976 Education Amendments (Title II of P.L. 94-482) for sex equity fall into three major categories.

- I. Requirements for the administration of state vocational educational programs
 - A. Full-time personnel must be appointed to work toward the elimination of sex-bias--specifies 10 functions:
 1. take such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs;
 2. gather, analyze, and disseminate data on the status of men and women (students and employees) in the vocational education program of that state;
 3. develop and support actions to correct any problems related to (b) above;
 4. review the distribution of grants by the State Board to assure that the interests and needs of women are addressed in the projects assisted under this act;
 5. review all vocational education programs in the state for sex bias;
 6. monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education;
 7. review and submit recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;
 8. assist local educational agencies and other interested parties in the state in improving vocational education opportunities for women;
 9. make information readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, and the general public; and

10. review Title IX self-evaluation.

- B. Women's concerns must be well represented on the State Advisory Council.
- C. Policies to eliminate sex bias must be a part of the five-year state plan.
- D. The annual program plan must be reviewed for compliance with state policies pertaining to the elimination of sex bias.
- E. Vocational education programs must be evaluated for services to women.

II. Provisions governing the state use of funds

- A. The state must spend funds for:
 - 1. vocational education programs for displaced homemakers;
 - 2. consumer and homemaking education programs to serve the needs of males and females.
- B. The state may spend funds for:
 - 1. support services for women;
 - 2. day care services for women;
 - 3. programs to overcome sex bias (research, exemplary, curriculum development);
 - 4. vocational guidance and counseling;
 - 5. vocational education personnel training;
 - 6. grants to overcome sex bias.

III. Requirements for national vocational education programs

- A. A national study of sex bias was to be conducted by the Commission of Education and submitted to Congress by October 1978.
- B. A system for reporting data on vocational education students was to be in operation by October 1977.

- C. The National Advisory Council membership is to include minority men and women with knowledge of women's concerns.
- D. Five percent of funds for federal programs are to be reserved for use by the Commission of Education for programs of national significance for overcoming sex bias.

Self-Check

GOAL 1

1. What legislation granted public lands to the states for establishing agricultural and mechanical arts colleges?
2. What legislation created the first federal organization for the administration of vocational education?
3. What was the significance of the Smith-Hughes Act of 1917? State at least three major provisions.
4. Name at least one economic, political, and social factor that influenced the 1914 report of the Commission on National Aid to Vocational Education and the subsequent Smith-Hughes Act.

GOAL 2

1. What legislation first emphasized federal aid for specific groups of people rather than for occupational categories?
2. What legislation established the Bureau of Occupational and Adult Education within the U.S. Office of Education?
3. What was the significance of the Vocational Education Act of 1963? State at least three major provisions.
4. Name at least one economic, political, social, and educational factor that influenced the 1962 report of the Panel of Consultants on Vocational Education.
5. What was the significance of the Vocational Education Amendments of 1968?

GOAL 3

1. What legislation emphasized the reduction of sex stereotyping in all vocational education programs?
2. Name at least one key social and economic factor that influenced the Education Amendments of 1976.
3. List at least three significant provisions of Title II, Vocational Education, of the 1976 Amendments.

Self-Check Responses

GOAL 1

1. Morrill Act of 1862
2. Smith-Hughes Act of 1917
3. Significance of Smith-Hughes Act of 1917
 - established a pattern for federal-state cooperation in vocational education that continues to exist
 - created the first federal organization for the administration of vocational education
 - provided the first categorical support for vocational education, for agriculture, home economics, trades and industry
 - remained in effect as passed with minor amendments until the passage of the Vocational Education Amendments of 1968
 - remains a symbol of early leaders and their work in developing vocational education
 - provided a specific definition of vocational education that endured for decades
4. Economic, political, and social factors that influenced the 1914 report of the Commission on National Aid to Vocational Education and the subsequent Smith-Hughes Act

Economic Needs

Vocational training needed: to develop country's resources; to meet increasing demand for trained workers; to increase wage-earning power

Social Needs

Vocational training needed: to alleviate social unrest, to develop higher standards of living

Political Needs

Vocational training needed: to build adequate labor supply under threat of impending war, to support presidential commitment to create work opportunities for citizens

GOAL 2

1. Vocational Education Act of 1963
2. Education Amendments of 1972
3. Significance of Vocational Education Act of 1963
 - established comprehensive vocational education programs at the secondary level
 - emphasized specific groups of people rather than occupational categories
 - focused on meeting needs of individuals
 - removed restrictive aspects of appropriations
 - broadened the legal definition of vocational education
 - established an Advisory Committee on Vocational Education in USOE to review national vocational programs periodically
 - broadened federal-state cooperation and greatly increased appropriations
4. Economic, political, social, and educational factors that influenced the 1962 report of Panel of Consultants on Vocational Education and 1963 Act

Economic and Political Needs

Vocational education needed: to achieve expanded economic goals of 1960s; to strengthen industrial and technological needs of U.S. as major world power; to lower postwar unemployment rate

Social Needs

Vocational education needed: to make training opportunities available to all citizens equally, regardless of race, sex, or place of residence; to help youth who are

disadvantaged or handicapped to succeed in school and at work

Educational Needs

Vocational education needed: to train and/or retrain workers, especially in highly technical occupations; to enable individuals to advance economically and socially through education

5. Significance of Vocational Education Amendments of 1968
 - emphasized vocational education at the postsecondary level
 - broadened definition and scope of vocational education by recognizing new and emerging occupations
 - recognized guidance and counseling as part of vocational education
 - focused on the disadvantaged, handicapped, and adults
 - required the National Advisory Council to meet regularly to review and evaluate programs and to make recommendations in reports to HEW for Congress
 - completely discontinued traditional categorical aid for vocational programs
 - required the appointment of State Advisory Councils as a condition of eligibility to receive federal funds

GOAL 3

1. Education Amendments of 1976
2. Social and economic factors influencing 1976 Act

Economic Needs

- Rising unemployment and underemployment, especially of youth, minorities, and women
- Increased demand for skilled workers in new and emerging scientific occupations and technologies

Social Needs

- Demand for sex-fair training and employment opportunities
- Growing number of single and female heads of households, and of women entering or reentering work force

3. Significant provisions of 1976 Act

- emphasized annual and five-year planning efforts at state and local levels
- emphasized elimination of sex stereotyping, bias, and discrimination in all programs at all levels
- emphasized evaluation of vocational education
- broadened data collection and information gathering efforts concerning vocational education programs
- strengthened programs for the disadvantaged, the handicapped, the limited-English speaking, and adults

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VECS Module Titles

- Module 1: Vocational Educators and Curriculum Management
- Module 2: The Scope of Vocational Education
- Module 3: Organization of Vocational Education
- Module 4: Legislative Mandates for Vocational Education
- Module 5: Priorities in Vocational Education
- Module 6: Vocational Education for Students with Special Needs
- Module 7: Vocational Needs Assessment and Curriculum Development
- Module 8: Conducting Task Analyses and Developing Instructional Objectives
- Module 9: Selecting Instructional Strategies and Assessing Student Achievement
- Module 10: Relating Learning Differences and Instructional Methods
- Module 11: Selecting and Preparing Instructional Materials
- Module 12: Evaluating Vocational Education Curricula
- Module 13: Conducting Follow-Up Studies and Communicating Evaluation Results
- Module 14: Managing Vocational Education Programs
- Module 15: Preparing for Curriculum Change
- Module 16: Staff Development